

The ePortfolio

- 1. Introduction to...**
- 2. Future of / with...**

Presented to: The World Future Society, July 2005

Presented by: Dr. Kathryn Chang Barker

FuturEd Inc. and

Learning Innovations Forum

ePortfolio Defined

An ePortfolio is (NLII, 2003)

- “a collection of authentic and diverse evidence, drawn from a larger archive
- representing what a person or organization has learned over time on which the person or organization has reflected,
- and designed for presentation to one or more audiences for a particular rhetorical purpose”

ePortfolio Concepts

Combination of:

- Process
 - Content (competencies)
 - Pedagogy (learning)
- Product
 - Tools (archives and eP for a purpose)
 - Services

AND

Users will be:

- Creators
 - Individuals
 - Communities
 - Organizations
- Processors
 - Education system
 - Employers
 - Change agencies, e.g. CED, career counsellors

AND

Beginnings and Purposes

- **K-12** – demonstration of learning
- **PSE / HE** – assessment of learning, reflective learning process
- **Lifelong learning** – inventory of learning
- **Workplace** –
 - recognition of all forms of learning (PLA)
 - Human Capital Assets Management
- **eLearning** – LMS and KM, online tools, web services
- **Organizational and/ or economic development** – asset mapping, quality assurance

ePortfolio for Minnesota

The screenshot shows the eFolio Minnesota website. At the top right is the logo "eFolio MINNESOTA" in green and blue. Below it is a dark blue banner with the text "Your Electronic Showcase" in white. A navigation menu below the banner includes links for "Home", "About Us", "Student Resources", "Educator Resources", "Career Resources", "FAQs", and "Contact Us". A mouse cursor is pointing at "Educator Resources". Below the navigation is a row of three images: a group of students in a classroom, a woman in a green turtleneck holding a book, and a man sitting on a chair using a laptop. To the right of these images is a light gray box with the text "BEFORE YOU BEGIN", "GALLERY", "TAKE A TOUR", and "SIGN UP". Below that is a blue box with the text "News!" and "Look here for recent list of news items or for upcoming events [Read more...](#)". Below the news box is a dark blue box with the text "Sign Up Today" and a white "e" icon. Below that is a white box with the text "Minnesota STATE COLLEGES & UNIVERSITIES". At the bottom right is a white box with the text "POWERED BY AVENET web solutions" and a logo for AVENET.

Welcome!

Welcome to eFolio Minnesota, a multimedia electronic portfolio designed to help you create a living showcase of your education, career and personal achievements. All Minnesota residents, including students enrolled in Minnesota schools, educators and others can use eFolio Minnesota to reach their career and education goals. See [Before You Begin](#) to learn more about using this cutting-edge electronic portfolio tool, or go straight to [Sign Up](#). It's fun and easy!

A registered trademark, eFolio Minnesota is a product of the [Minnesota State Colleges and Universities](#) in partnership with the CareerOneStop Service Center. The Minnesota State Colleges and Universities System is an Equal Opportunity employer and educator.

Careers Wales

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Home	Up to Age 16	Age 16 - 19	Age 19+	Professionals	Employers	Login ▶

Gyrfa Cymru Ar-lein Careers Wales Online

Choeli di fyth beth all di'i wneud

You'll be surprised what you can do

Croeso i Gyrfacymru.com! Yn darparu gwybodaeth a chyfarwyddyd gyrfaoedd i ti, yn cynnwys e-bortffolio, CVs, cwisiau, cyfleoedd, lincs a llawer mwy. **Gyrfa Cymru Ar-lein.**

Welcome to Careerswales.com! Providing you with careers related information and advice, including an e-portfolio, CVs, quizzes, vacancies, weblinks and much more. **Careers Wales Online.**

[Cofrestru | Register ▶](#)

Version 2.0

**Gyrfa Cymru
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Royal College of Nursing (UK)

Quick Start
select a topic >

WHY would I use the LZ?
> **WHAT can I do in the LZ?**
HOW do I use the LZ?
SHOW me it in action...

Portfolio Careers Learning Clinical Guidelines Meeting Place Information Services

My Employment

My Employment is a facility for listing and describing key features of posts you have held. Once compiled this data can be sorted by type or date by selecting from the 'Sort by Type' or 'Sort by Date' buttons.

You might want to start by writing about your current position. Click on 'Select a Template' below, then on 'Employment History' from the scroll down list to create a template. Repeat this process each time you want to add a new employment record.

Select a template... New

Sort by Type Sort by Date

Other Resources

- Learning Opportunity: Building my online portfolio
- Preparing a Portfolio for PREP

Title: Senior Lifelong Learning Fellow
Start Date: 02-01-2002
End Date: Present
Employer: Royal College of Nursing
Address: RCN Welsh Board, Ty Maeth, King George V Drive East, Cardiff
Post Code: CF144XZ
Full-time/Part-time: Full-time
Paid/Unpaid: Paid
Describe work area/practice setting and main focus of work: Working from RCN Welsh Board, as part of the UK RCN Lifelong Learning Team.
Main Duties, Responsibilities: Developing e-learning materials for RCN members across the UK, but with specific

WHAT can I do in the LZ?
Develop your portfolio

- 1
- 2
- 3
- 4

- > **Action planning**
- > **Record your learning**
- > **Track your qualifications**
- > **Collect evidence**

back next

RCN Learning Zone

TaskStream Directed Response Portfolio (DRF)

[Home](#) • [EDU 101](#) • [EDU 119](#) • [EDU 132](#) • [EDU 155](#) • [EDU 186](#) • [EDU 201](#) • [EDU 219](#) • [EDU 240](#)

[Home](#) » [EDU 201](#)

EDU 201 (Psychology)

► [Overview of EDU 201](#)

◆ Case Study (Piaget's and Vygotsky's Theories)

► [Directions for Case Study](#)

► [Specified standards for Case Study](#)

The evidence I have provided here indicates my growing understanding of how theories can be moved into practice. Observing my cooperating teachers' teaching techniques with the lense of two leading educational theorists, provided a framework for me to analyze the effectiveness of the techniques, and determine how alternative techniques may have been applied to achieve differing results.

File Attachments:

1. **Case History** Attached is the paper I wrote applying Piaget's and Vygotsky's theories to the case histories of two teachers I observed during my student teaching.

► [Show standards addressed](#)

◆ Research (Review of Resources)

► [Directions for Research](#)


- Used to create an assessment, requirement, or certification portfolio
- Users respond to articulated requirements
- Formative and summative assessment
- Reports aggregate and disaggregate data



ELGG's "Learning Landscape"

Don Presant	
Who am I?	I'm an independent producer of multimedia learning solutions. I generally work with public and non-profit organizations on projects related to career development and workplace learning. I'm a member of LIFIA, and developed my chops bringing TVOntario onto the Internet in the mid-90's.
Postal address	Box 2113, Station Main Winnipeg, MB R3C 3R4 Canada
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Work telephone	204-256-2348, 888-229-2889
Mobile telephone	204-793-4045
Official website address	http://www.learningagents.ca
Interests	Aboriginal needs, accessible multimedia, career development, Community of Practice, constructivist learning, digital stories, ePortfolio , human capital development, Immigrant needs, peer-based learning, workplace training
Likes	brainstorming, partnering, project development, scooping, starting things
Dislikes	excessive linearity, jokes about Winnipeg (unless I tell them), reality TV (especially the endings), turf wars
Occupation	E-learning producer
Industry	Education and training
Company / Institution	Learning Agents
Job Title	President
Job Description	Chief cook and bottle washer
Career Goals	Personal -Work on interesting things -Learn new things
	Business -Develop innovative learning solutions that make a difference. -Develop a reputation as an innovative, ethical company -Develop mutually advantageous collaborative relationships with like-minded partners
Level of Education	BA
High School	Bell High School, Ottawa
University / College	Concordia University, Montreal
Degree	BA Communication Studies
Main Skills	Essential Skills

You



Don Presant


Your Weblog


[Personal Weblog \(RSS\)](#)
[Weblog Archive](#)
[Friends Weblog](#)


Your Files


[File Storage](#)


Your Friends




Dave 



Elgg News 



Bob Hutchison 

[Friends Screen \(FOAF\)](#)

Search

>>

Business Portfolio



Jennifer Clarke
Genre: Celtic
Secondary Genre: Folk

[✉ Contact](#)

Jennifer Clarke sings traditional Celtic tales with an unforgettable voice, great arrangements and a gift for storytelling. Whether performing solo or with her band, 'Wild Mountain Thyme', Jennifer will captivate you with the songs of her Celtic ancestors and timeless tales of the human spirit.



[print version](#) [close window](#)



Artist Information

Instrumentation

Jennifer - Lead vocals, bodhran, guitar
Richard Moody - viola, fiddle
James Hickerson - guitar, harmony
Rodrigo Munoz - world percussion, bass, charango
Sandy Thacker - shuttle pipes

Biography

THE VOICE

The words 'mesmerizing' and 'amazing' are just some of comments you hear from critics and audience alike when this Prairie Celtic folk singer takes the stage. Jennifer Clarke is one of the most engaging acts on the Celtic scene, whether performing solo or with her band, 'Wild Mountain Thyme'. She's especially known for her ability to enchant with only a single instrument: her unforgettable voice.

A second-generation Scottish-Canadian, Jennifer's connection to her heritage has given her an intuitive sense for traditional Celtic music. To this she adds the flavours of more modern folk instrumentation and contemporary world beat rhythms, relying on her unerring sense of what's needed to bring out the story behind the song. The end result is a sound, rich in texture and variety.

IN CONCERT

Jennifer's flexible performance style makes her a natural for everything from intimate house concert or coffeehouse to the main stages of Celtic and folk festivals. She has shared stages with the likes of Shoooglenify, Buddy McMaster, Vance Gilbert and Scottish Storytellers Margaret Töllick and Judy Paterson. Her soulful laments, whimsical humour, relaxed stage presence and gift for storytelling combine to make Jennifer's concerts 'must see' events.

PERFORMANCE HIGHLIGHTS

An Lanntair Arts Centre, Stornoway Scotland 2004 ~ Dalguise Folk Club, Scotland 2004 ~ Live CBC House Concert, Winnipeg 2004 ~ The Back Room, Grand Bend Kansas 2005 ~ Jericho Folk Club, Vancouver 2004 ~ Pongside House Concert, Victoria 2004 ~ Lyric Theatre, Winnipeg 2003 & 2004 ~ Celtic Christmas, Winnipeg 2002 ~ Aberdour Festival, Scotland 2002 ~ Elkton (Oregon) Butterfly Pavilion 2002 ~ Kipawo Arts Centre, Wolfville NS 2002 ~ McPherson (Kansas) Scottish Festival 2001 ~ The Winnipeg Folk Festival, 1999 & 2000 ~ West End Cultural Centre Winnipeg, 1997-2003

RECORDINGS

The fall of 2004 will see the release of Jennifer's third full length album, "Jennifer Clarke ~ Prairie Celt". Like her 2001 release, "The Great Silkie - Tales of the Celts", the new recording features great 'story songs' with arrangements that vary from a cappella to full band and world rhythms, all designed to enhance the story.

WORKSHOPS

In addition to performing the Celtic repertoire, Jennifer delivers workshops that give a hands-on taste of the history, language, music and dance of the Celtic people. Her dynamic and interactive facilitation style has engaged and entertained participants at Celtic festivals and in schools and colleges, in both Canada and the U.S.

Learning Agents

ePortfolio

SKIP SLIDE SHOW PRINT

BASIC FACTS

LIFE AND WORK

EDUCATION AND CERTIFICATION

OCCUPATIONAL SKILLS

ESSENTIAL SKILLS

OTHER SKILLS

REFERENCES AND INFLUENCES

MORE INFO

Vince Kuzdak
Environmental Consultant

Letters to the Editor WINNIPEG FREE PRESS, SATURDAY, MARCH 26, 2005

Development supported

I write this letter to concur with the majority of the observations absorbed and relayed by Mr. Flood's 10-day excursion on the East Side of Lake Winnipeg.

In fact, I think he was quite conservative regarding details of the unsatisfactory conditions that many have to accept and live with on a daily, monthly and yearly basis.

I've personally witnessed many of these Third World conditions and I am very moved and concerned. However, a feeling of helplessness clouds over me.

I'm not certain of the answers at this point but my professional convictions as a Natural Resources consultant and as an aboriginal person who grew up and continues to live on the East Side leads me to support resource development.

One key point that many of us tend to forget or intentionally exclude is that we've come a long way with regards to education, sustainable development and natural resources.

It is my experience that any of the natural-resource based companies that are interested on the East Side are more than willing to work jointly with the aboriginal communities and not just at the bottom rung.

Many of the people I've worked with are genuinely committed to capacity building and assisting in other ways that would directly benefit individuals and communities who would like to move up and provide for themselves and their people.

I am very much in favour of working towards joint decision-making and revenue sharing between government, industry and the aboriginal communities. It is these common endeavours shared by leaders that will provide the vehicle to get out of poverty.

Lastly, I do not believe protecting a vast area of land supported by so few people is the answer. What does this do for the people who want employment, who want to prosper and obtain their pride back?

In my opinion, once protected always protected and opportunities for thousands of people "scranded" will be lost.

VINCENT KUZDAK
Hillside Beach

ESSENTIAL SKILLS

- Reading Text**
Reading and commenting on reports (see below)
- Document Use**
- Numeracy**
- Writing**
Writing reports and articles.
- Oral Communications**
See below
- Working with Others**
Working with peers, training recruits (see below)
- Continuous Learning**
Keeping up with new technology.
- Thinking Skills**
Problem solving
- Computer Use**

Lots of PowerPoint **Writing Reports** **Letter to the Editor** **Working in Teams** **Training Newbies**

MORE EPORTFOLIO STORIES **TELL A FRIEND** **FEEDBACK** **SEARCH**

ePortfolio Concepts

Critical Principles

- Owned by individual / creator
- Secure, with access controlled
- Incorporates all forms of learning
- Transportable
- Need for ROI

Typically web-based

- Blogging and social networking
 - <http://elgg.net/>
- Commercial tools
 - www.Avenet.net
- Open Source
 - www.theospi.org
- Standards-based
 - www.chalkandwire.com

Future of / with the ePortfolio

- **Everyone will have an ePortfolio**
- **ePortfolio will radically transform:**
 - Management of the workforce
 - Management of learning
 - Formal education and training
 - Our understanding of “eLearning”
 - Lives of the “credentially-challenged”
- **ePortfolio can radically transform:**
 - Planning, production and marketing
 - Quality assurance mechanisms
 - Community and economic development

Everybody will have an ePortfolio

ePortfolio will be as ubiquitous and equalizing as the Internet itself

Your record of learning

- Formal and other
- Self-managed

Your digital identity

- Info beyond learning
- Good and bad

Must be owned by YOU.

New management of learning

- **Value all types of learning – formal, informal, non-formal, accidental and incidental**
- **Show learning as progress and change**
- **Better forms of teaching for learning**
- **Better forms of assessment of learning**
- **Shifts control / responsibility to the learner**
- **Improves communication between teacher and learner**

F u t u r E d

New management of the workforce

- **Translates experience into “learning” - KSA**
- **Promotes lifelong learning and portfolio life**
- **Reduces reliance on formal credentials**
- **Describes “complete” human capital assets**
- **Manages, not people, but what people know and can do**
- **Maximizes use of the existing workforce**
- **Targets gaps and increases training efficiency**
- **Uses technology at it’s best – for matching**

The Tool for transforming education

- **From focus on learner to learning**
 - **Competency based, Standards based**
- **From focus on content to process**
- **More appropriate and creative use of technologies and new media**
- **New forms of edu-employment**
 - **New roles for teachers**
 - **Others with skills, e.g., media, mentors**
- **Imbed education in lifelong learning**

eP will redefine eLearning

The ePortfolio is eLearning at its finest - the best, least complicated, most appropriate use of ICT for learning and learning management on an individual and a societal basis.

It is an elegant use of inelegant technologies using complex technological developments in simple, practical ways.

Unlike most eLearning, the ePortfolio tool is typically user-friendly and appealing, with great and immediate utility.

eP will empower the educationally disadvantaged

- It focuses on “the positive” – archiving and showcasing what a person knows and can do.
- The outcome of an ePortfolio is “look what I’ve achieved!”
- Rather than being deficit-based, it is asset-based.

Applications outside education

- **Transform production and marketing**
 - Asset mapping and gap analysis
 - Interactive tools for prosumption
- **Improve quality assurance systems**
 - Standards based evidence
 - Transparent systems
- **Enhance community development**
 - Human capital assets
 - Planning and accountability tools

FuturEd R&D since 1996

- **Electronic learning record and PLA**
 - **Human Capital Accounting**
 - **ePortfolio Systems**
 - **ePortfolio for Quality Assurance**
 - **ePortfolio for special populations**
 - **ePortfolio strategies and policies**
- **Consumer-based Quality**
 - Ownership (creation and access)
 - Utility (effectiveness and efficiency)
 - Flexibility and simplicity
 - Storage and updating
 - Content and format
 - Processes and supports
- Consumer's Guide to ePortfolio Tools and Services**

LifIA Advocates for...

- **An ePortfolio for every citizen by 2010.**
- **One ePortfolio for life.**
- **Quality ePortfolio tools and services.**
- **ePortfolio systems for creators and users.**
- **Collaboration and proactive leadership, making the pie bigger.**
- **Connections to the global ePortfolio effort.**
- **Common standards supporting a competitive environment.**
- **Learning innovations as they benefit learners, communities and organizations.**

For more information,
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*...helping change learning systems
for the future*

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